

MISSOURI FIRST STEPS SYSTEM

PERSONNEL GUIDE FOR THE EARLY INTERVENTION CREDENTIAL

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(Third Revision)

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Overview

States participating in Part C of the Individuals with Disabilities Education Act (IDEA; P.L. 105-17) must establish and maintain a Comprehensive System of Personnel Development (CSPD) as defined in 34 CFR, Section 303.360. As part of this CSPD, states must include personnel standards to assure that persons who provide early intervention services are adequately prepared and trained as defined in 34 CFR, Section 303.361. Missouri's early intervention CSPD is supported by the following vision: *Competent and caring personnel provide comprehensive, accessible and family-centered services that enhance the growth and development of young children with disabilities, developmental delays and special health care needs.*

The guidelines in this credential document have been designed to meet the CSPD requirements of IDEA and build a foundation for the provision of quality, family-centered services for all children and families who participate in Missouri's First Steps early intervention system.

Early Intervention Services Described in IDEA

Early intervention services are selected through the Individualized Family Service Plan (IFSP) process. Upon referral to First Steps, the family may choose to participate in an evaluation and assessment process in which information is gathered about the family's concerns related to their child's development. Upon determination of eligibility for First Steps, the family and other members of the multidisciplinary team use the evaluation and assessment information to formulate outcomes and select activities, strategies and services that target those outcomes.

As described in the Part C federal regulations, all early intervention service providers have the following general responsibilities: "(1) Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area; (2) Training parents and others regarding the provision of services; and (3) Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan." [P.L. 105-17; CFR 34, Section 303.12(c)]

In addition to these general responsibilities, early intervention personnel provide discipline-specific services. As defined by Part C federal regulations (34 CFR, Section 303.12), these early intervention services may include:

- assistive technology devices and services
- audiology services
- family training, counseling, and home visits
- health services
- medical services (for diagnostic or evaluative purposes only)
- nursing services
- nutrition services

- occupational therapy services
- physical therapy services
- psychological services
- service coordination
- social work services
- special instruction
- speech/language pathology services
- transportation and related costs
- vision services

Missouri's Early Intervention Core Competency Areas for Early Intervention

Outcome and competency statements have been developed for Missouri's early intervention personnel. The competency statements delineate the core knowledge and skills (competencies) that are required by all early intervention personnel who provide services for infants and toddlers with disabilities and their families. The outcome statements reflect the family-centered results that are achieved by qualified and competent personnel.

The outcome and competency statements are categorized into the following five competency core areas:

- Early Intervention Foundations
- Child Development and Learning
- Family and Community Relationships and Supports
- Evaluation and Assessment
- Service Delivery and Implementation

Credit points for the early intervention credential must be linked with these competency areas.

Early Intervention Core Competencies
[May 2000]

1.0 Early Intervention Foundations

Outcome: Early intervention personnel demonstrate an understanding of the historical, philosophical, legal and organizational components that provide the foundation for Missouri's First Steps early intervention system.

- 1.1 Demonstrate knowledge of the historical roots and family-centered philosophy of the First Steps system.
- 1.2 Demonstrate knowledge of relevant federal legislation and regulations, and state policies, rules and procedures that provide a foundation for the First Steps system.
- 1.3 Demonstrate knowledge of the IFSP process including:
 - 1. referral and intake
 - 2. evaluation, assessment and determination of eligibility
 - 3. IFSP development, implementation, and monitoring
 - 4. transition
 - 5. service coordination
 - 6. procedural safeguards.
- 1.4 Demonstrate knowledge of the organizational structures that support the First Steps system (e.g., lead agency, state interagency coordinating council, etc.).
- 1.5 Demonstrate knowledge of current trends and issues, and ability to apply recommended research-based effective practices in early intervention.

2.0 Child Development and Learning

Outcome: Early intervention personnel utilize knowledge of typical and atypical child development and learning in the delivery of early intervention services.

- 2.1 Demonstrate knowledge of typical and atypical child development and the implications for learning.
- 2.2 Demonstrate knowledge of medical conditions, and biological and environmental risk factors that effect children's development and learning.

- 2.3 Demonstrate knowledge of the etiology, characteristics and classification of common disabilities in young children, and the implications for development and learning
- 2.4 Demonstrate awareness of the importance of supporting children's mental health development.

3.0 Family and Community Relationships and Supports

Outcome: Early intervention personnel recognize that the provision of individualized family-centered services is a dynamic process that encompasses partnerships between families, service providers and the community. These collaborative interactions and relationships provide the context for IFSP development and implementation.

- 3.1 Demonstrate ability to establish and maintain collaborative partnerships with families.
 - 3.1.1 Demonstrate knowledge of the dynamics, roles and relationships within families and communities.
 - 3.1.2 Demonstrate sensitivity and respect for diversity.
 - 3.1.3 Demonstrate respect for the family's choices and decisions.
 - 3.1.4 Demonstrate ability to implement individualized services and supports based on the family's identified concerns, priorities and resources.
- 3.2 Demonstrate ability to consult with others and collaborate as a team member to implement family-centered early intervention services and supports.
 - 3.2.1 Demonstrate ability to provide consultation and instruction in areas of own expertise.
 - 3.2.2 Demonstrate ability to apply the principles of effective teaming within a variety of team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).
 - 3.2.3 Demonstrate ability to effectively communicate with a variety of people (e.g., families, service providers, community providers) in a jargon-free and culturally sensitive manner.

- 3.2.4 Demonstrate ability to use effective problem-solving, decision-making, and conflict management strategies.
- 3.2.5 Demonstrate awareness of strategies that support interagency collaboration (e.g., interagency agreements, local interagency coordinating councils).
- 3.2.6 Demonstrate awareness of the variety of community resources and supports that are available to families.

4.0 Evaluation and Assessment

Outcome: As guided by each family's needs and concerns for their child's development, early intervention personnel will gather, synthesize and interpret information through the use of appropriate informal and formal screening, evaluation and assessment methods, observations and procedures.

- 4.1 Demonstrate ability to participate as a team member with families and other professionals in planning and conducting family-centered screening, evaluation and assessment activities.
- 4.2 Demonstrate ability to screen, evaluate and assess infant and toddler development by selecting and using a variety of culturally sensitive informal and formal methods and procedures (including observational methods) as guided by the family's needs, concerns and priorities for their child's development.
- 4.3 Demonstrate ability to gather information from families in a sensitive and respectful manner.
- 4.4 As a team member with the family, demonstrate ability to discuss screening, evaluation and assessment information in understandable language and in the context of child strengths.
- 4.5 In developing and implementing the Individualized Family Service Plan (IFSP) with the family and other team members, demonstrate ability to use evaluation and assessment information to formulate outcomes and to identify effective strategies, activities and resources that address those outcomes.

5.0 Service Delivery & Implementation

Outcome: Guided by each family's concerns, priorities, and resources, early intervention personnel provide services and supports that are integrated into daily routines where children live, learn and play.

- 5.1 With the family and other team members, demonstrate ability to implement and monitor an Individualized Family Service Plan (IFSP) that incorporates child and family outcomes within natural environments.
- 5.2 Demonstrate ability to support and facilitate family and child interactions as the primary context for development and learning.
- 5.3 Demonstrate ability to select and implement developmentally and functionally appropriate activities found in natural environments that enhance infant and toddler learning.
- 5.4 Demonstrate ability to develop and implement integrated interventions that focus on children's interests within the context of family preferences and daily routines.
- 5.5 Demonstrate ability to identify and use developmentally and functionally appropriate materials and equipment found in environments where children live, play and learn.
- 5.6 Demonstrate knowledge of adaptive and assistive technology.
- 5.7 Demonstrate ability to implement policies and procedures that support children and families as they transition into, within and from the First Steps system.
- 5.8 Demonstrate ability to select and implement positive strategies for supporting appropriate behaviors.
- 5.9 Demonstrate awareness of health, nutrition, and safety practices for young children.
- 5.10 Demonstrate ability to recognize signs of emotional distress, child abuse, and neglect in young children and follow proper reporting procedures.

Missouri Early Intervention Personnel Standards

As part of an early intervention Comprehensive System of Personnel Development (CSPD), federal regulations require each state to establish and maintain personnel standards ensuring that qualified personnel provide early intervention services. Part C federal regulations define qualified as “a person has met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services.” [CFR 34, Section 303.22] Each state’s personnel standards must include appropriate professional requirements. These include the highest entry-level requirements for each discipline, and any additional suitable qualifications as determined by the state.

In addition to these entry-level requirements and qualifications, it is expected that all early intervention personnel will uphold the ethical standards of their respective disciplines, and participate in activities that enhance their learning and professional growth.

Entry-level requirements include the following:

Audiologist: Master’s Degree and license issued by Missouri’s Division of Professional Registration, State Board of Registration for the Healing Arts (RSMO 345.010 – 345.080 and 4 CSR 150-4.010- 150-4.130) or those in the Clinical Fellowship Year (CFY) working toward licensure under the supervision of a licensed audiologist. (Name, address, and copy of supervisor’s license must be submitted at time of enrollment). Audiologists are not required to obtain the Missouri Early Intervention credential.

Counselor: Master’s Degree in Guidance and Counseling or its equivalent and required coursework for licensure by Missouri’s Division of Professional Registration, Committee for Professional Counselors. (RSMO 337.500-337.540 and 4 CSR 95-1.010) Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Dietitian: Bachelor’s degree and internship for licensure from Missouri’s Division of Professional Registration, Committee of Dietitians effective July 1, 2000. (SB 650 and RSMO chapter 324) Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Interpreters for the Deaf: High School diploma or GED, and certified by the Commission for the Deaf and licensed by Missouri’s Division of Professional Registration. After January 1, 2003, an intermediate certificate issued by the Commission for the Deaf and license issued by Professional Registration. Interpreters for the Deaf are not required to obtain the Missouri Early Intervention credential.

Nurse (Licensed Practical): Diploma from accredited LPN program for licensure from the Missouri State Board of Registration, State Board of Nursing. (RSMO 335.046 – 335.066) All LPN nursing care must be under the direction (delegation) and supervision of a physician or RN. Credential requirements for Early Intervention Associate as delineated in this document must also be met within timelines as outlined.

Nurse (Registered): Associate Degree in Nursing and licensure from the State Board of Registration, State Board of Nursing. (RSMO 335.046 – 335.066) Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Occupational Therapist: Bachelor's degree or certificate in occupational therapy from an educational program approved and accredited by ACOTE, the Accreditation Council for Occupational Therapy Education, and current state licensure from Missouri's Division of Professional Registration, Board of Occupational Therapy (RSMO chapter 324.050 – 324.089 and 4 CSR 205-1.010 – 205-6.020). Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Occupational Therapy Assistant, Certified (COTA): Associate of Arts degree or occupational therapy assistant certificate from an accredited school for occupational therapy assistants and current state licensure issued by Missouri's Division of Professional Registration, Board of Occupational Therapy. The COTA may only perform services under supervision of a licensed Occupational Therapist. (RSMO chapter 324.050 – 324.089 and 4 CR 205-1.010 – 205-6.020) Credential requirements for Early Intervention Associate as delineated in this document must also be met within timelines as outlined.

Optometrist: Graduated from an approved school of optometry, certified by the National Board of Examiners in Optometry (NBEO), and licensed by the Missouri Board of Optometry, Division of Professional Registration. (RSMO 336.040 and 336.160.1, and 336.050 and 4 CSR 210-2.010 and 210-2.020). Optometrists are not required to obtain the Missouri Early Intervention credential.

Orientation and Mobility Specialist: Bachelor's degree and visually impaired certification by the State Board of Education or certification by the Association for Education and Rehabilitation (AER) or specialization in a related field and demonstrated proficiency in Orientation & Mobility as required and evaluated by Rehabilitation Services for the Blind. Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Paraprofessional in Early Intervention: High school graduate with ongoing supervision and training by professionals who hold the highest professional standard in the state. Must work under the supervision of one of the following providers contracting with First Steps: teacher of special instruction, occupational therapist, physical therapist, or speech therapist. Credential requirements for Early Intervention Associate as delineated in this document must also be met within timelines as outlined.

Parent Advisor for Children with Sensory Impairments: Bachelor's degree, and successful completion of parent education for parents of children with sensory impairments provided through the Missouri School for the Blind and the Missouri School for the Deaf. Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Parent Mentor: High school diploma or GED. Must be a parent or family member of a child with a disability, or a person with a disability. Credential requirements for Early Intervention Specialist and First Steps specialized parent mentor training as delineated in this document must also be met within timelines as outlined.

Physical Therapist: Bachelor's degree from an educational program approved and accredited by the Commission on Accreditation in Physical Therapy Education or must have met the equivalency education requirements for eligibility to sit for the certification examination, and licensure from Missouri's Division of Professional Registration, State Board of Registration for the Healing Arts. (RSMO 334.500 – 334.625 and 4 CSR 150-3.010 – 150-3.080) Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Physical Therapist Assistant (PTA): Associate of Arts degree in physical therapy from a physical therapist assistant program approved and accredited by the Commission on Accreditation in Physical Therapy Education, or have met the equivalency education requirements for eligibility to sit for the certification examination and licensure from Missouri's Division of Professional Registration, State Board of Registration for the Healing Arts. The PTA must work under the supervision of a Licensed Physical Therapist (RSMO 334.650 – 334.685 and 4 CSR 150-3.090 – 150-3.180). Credential requirements for Early Intervention Associate as delineated in this document must also be met within timelines as outlined.

Physician: Medical Doctor or Doctor of Osteopathy Degree for licensure from the Missouri State Board of Registration for the Healing Arts. Specialized training in pediatrics is granted by the American Board of Pediatrics or American Osteopathic Board. (RSMO 334.010 – 334.265 and 334.031 – 334.103 and 4 CSR 150-2.004 and 150-2.160). Physicians are not required to obtain the Missouri Early Intervention credential.

Psychologist: Master's degree for state licensure from Missouri's Division of Professional Registration, State Committee of Psychologists. (RSMO chapter 337.010 – 337.093 and 4 CSR 235-1.010 – 235-6.010). Credential requirements for Early

Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Service/Intake Coordinator: Bachelor's degree in Early Childhood Special Education, Early Childhood Education, or a related human service field e.g. psychology, sociology, social work, child development and family studies, human development, nursing. Credential requirements for Early Intervention Specialist and First Steps specialized service coordinator/intake coordinator training as delineated in this document must also be met within timelines as outlined.

Service/Intake Coordinator (Associate Level): High school diploma or GED, and supervision from a fully credentialed Service/Intake Coordinator. Credential requirements for Early Intervention Associate and First Steps specialized service coordinator/intake coordinator training as delineated in this document must also be met within timelines as outlined.

Social Worker: Master's degree from an accredited program and licensure from Missouri's Division of Professional Registration, State Committee for Social Workers. (RSMO 337.600 – 337.639). Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Special Instructor: Bachelor's degree and documentation of meeting the competencies defined in the Certification for Early Childhood Special Education. Special instruction may be provided by teachers certificated in the following: early childhood special education, hearing impaired, visually impaired, mentally handicapped, severely developmentally disabled, and early childhood education (PK-3) or individuals who have a bachelor's degree in child development (also called Human Development, Human Ecology, or Child Development and Family Studies). All individuals who have a bachelor's degree in child development or who have certificates in hearing impaired, visually impaired, mentally handicapped, severely developmentally disabled, or early childhood education must document one year of experience with infants and toddlers with disabilities. Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

ABA Program Consultants: Bachelor's or Master's degree in human service field and at least one of the following qualifications: National or State Certification in Applied Behavior Analysis; or documentation of efforts to achieve National certification; or documentation of specific training in ABA with application to children under the age of three; and documentation of experience in designing and implementing an ABA program with children, under the age of three, with autism spectrum disorders. ABA Consultants are required to earn the Early Intervention Credential.

Applied Behavior Analysis (ABA) Program Implementer: High school graduate with ongoing supervision and training by an ABA program consultant. ABA Program Implementers are not required to obtain the Missouri Early Intervention Credential.

Speech Pathologist: Master's degree and Certificate of Clinical Competency for state licensure by Missouri's Division of Professional Registration, State Board of Registration

for the Healing Arts, (RSMO 345.010 – 345.080 and 4 CSR 150-4.010 –150-4.130). Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Speech Pathologist Associate: Master's degree and working on Certificate of Clinical Competency for state licensure by Missouri's Division of Professional Registration, State Board of Registration for the Healing Arts. Services are provided under the supervision of a licensed Speech Pathologist (RSMO 345.010-345.080 and 4 CSR 150-4.010 – 150-4.130). Credential requirements for Early Intervention Specialist as delineated in this document must also be met within timelines as outlined.

Additional Personnel: Currently, there are no personnel standards for durable medical equipment providers, transportation providers and foreign language interpreters. These personnel are not required to obtain the early intervention credential.

Credential Components

To obtain the early intervention credential:

Early Intervention Specialists and Early Intervention Associates are required to obtain an early intervention credential **within two years of their date of effective enrollment with the Central Finance Office (CFO)**. This credential assures families that each enrolled provider has met additional qualifications related specifically to the provision of pediatric services within the framework of Missouri's First Steps early intervention system. The two-year grace period is designed to assist providers with the initial transition into the new system. Once the majority of First Steps providers have had the opportunity to earn their credential, the length of this grace period will be decreased.

1. **MEET BASIC PERSONNEL STANDARDS:** An individual must meet minimum entry-level requirements in their respective discipline. This means that they have completed required academic training and meet state approved or recognized certification, licensing, registration, or other comparable requirements for their discipline. **These requirements are outlined in the section entitled "Missouri Early Intervention Personnel Standards."** Documentation of minimum qualifications must be submitted as part of provider enrollment.
2. **COMPLETE REQUIRED FIRST STEPS TRAINING:** An individual who is seeking to be credentialed as an Early Intervention Specialist must attend and successfully complete four (4) required First Steps trainings. An individual who is seeking to be credentialed as an Early Intervention Associate must attend and successfully complete three (3) required First Steps trainings. These requirements are outlined in further detail in this document.
3. **DOCUMENT EDUCATION AND EXPERIENCES TO ESTABLISH POINTS IN EACH COMPETENCY AREA:** As part of the credentialing process, all Early Intervention Specialists and Early Intervention Associates are required to document credit points earned through portfolio activities. These credit points are earned in competency areas that represent bodies of knowledge and skills that are considered critical to the implementation of quality early intervention services across all disciplines.

To renew the early intervention credential:

All Early Intervention Specialists and Early Intervention Associates must renew their credential on an annual basis. First year renewal requires completion of the Routines Based Early Intervention Module. Three credit points per year will be required for renewal of the credential, and all three points must be related to at least one of the early intervention competency areas.

Early Intervention Personnel Categories

Due to the multidisciplinary and interagency collaborative nature of early intervention, individuals with a variety of educational backgrounds and experience provide services for infants and toddlers with disabilities and their families.

Missouri's early intervention personnel can best be described through the following personnel categories:

Early Intervention Associate

Role: Early intervention associates *assist* in the design and provision of direct services to infants and toddlers with disabilities and their families. They provide this assistance under the direct supervision of an early intervention specialist from the area/discipline in which they are providing services. The supervisor must be enrolled with the CFO and qualified to provide early intervention services. Early intervention associates must meet the entry-level requirements of their respective discipline as described in Missouri's personnel standards, and they must obtain and renew the early intervention credential.

Types of personnel: Licensed practical nurse, certified occupational therapy assistant, paraprofessional in early intervention, physical therapist assistant, and service/intake coordinator (associate level).

Early Intervention Specialist

Role: Early intervention specialists design and implement early intervention services and may supervise early intervention associates. Specialists must meet entry-level requirements for specialization in their discipline as defined in Missouri's personnel standards, and they must obtain and renew the early intervention credential.

Types of personnel: Counselor, dietitian, registered nurse, occupational therapist, orientation and mobility specialist, parent advisor for children with sensory impairments, parent mentor, physical therapist, psychologist, service/intake coordinator, social worker, special instructor, speech pathologist, and speech pathologist associate.

Additional Personnel

In addition to Early Intervention Specialists and Early Intervention Associates, there are personnel who provide early intervention direct services or support services but are not required to obtain the early intervention credential. These personnel include physicians, audiologists, optometrists, durable medical equipment providers, transportation providers and interpreters. (e.g., interpreters for the deaf). Missouri's early intervention personnel standards include the entry-level requirements associated with these services.

Early Intervention Credential Process/Timelines

All Early Intervention Associates and Early Intervention Specialists must obtain an early intervention credential within two years of the date of effective enrollment with the First Steps Central Finance Office (CFO).

First Steps training is required to obtain the credential. Note the following:

- **Module 1: Orientation to history, regulations, philosophy and process, must be taken prior to providing First Steps services and prior to enrollment with the CFO.**
- Module 2: Evaluation and Assessment, and Module 3: IFSP Outcomes in Natural Environments, must be taken within the first year of enrollment. (Module 2 is not required for the early intervention associate level or for parent mentors.)
- Module 4: Transitions Into, Within & From First Steps must be taken within two years of enrollment with the CFO.
- All required Modules must be taken in sequential order. There will be specialized training modules developed for both intake/ongoing service coordinators and parent mentors. Service Coordination Module can only be taken after the completion of Modules 1-3. Parent Mentor Module can be taken after the completion of Module 1.

A point system described on pages 19-23 is being used to document evidence of competencies for providing early intervention services.

Evidence of completion of First Steps training and other activities which may be used to accumulate points will be submitted to the Central Finance Office (CFO) through use of the Activity Summary form (see next page) along with other enrollment forms which will be developed by the CFO. At least one point must be documented in each early intervention competency area. These competencies are described on pages 6-9.

When you have completed either:

- 10 credit points for an Early Intervention Associate
OR
- 15 credit points for an Early Intervention Specialist

you will receive either an Early Intervention Credential that matches your request, or a letter requesting clarification or additional documentation.

Renewal: Three additional credit points per year must be documented in at least one or the early intervention competency areas to renew the credential.

**ACTIVITY SUMMARY FORM
FOR FIRST STEPS PROVIDERS**

Name: _____

Date: _____

Associates and specialists providing early intervention services in Missouri are required to obtain an Early Intervention Credential within two years of enrollment with the Central Finance Office (CFO). To earn an early intervention credential, a minimum of one point must be earned in **each** competency area with a total of:

- **10 points for an Early Intervention Associate, or**
- **15 points for an Early Intervention Specialist.**

Portfolio Activities

	First Steps required optional and specialized training	Birth to 3 work experience 5 points maximum	Inservice 5 points maximum	Academic coursework 5 points maximum	Specialized Education 1 point maximum	Advanced college degree 1 point maximum	Other proposed tasks 5 points maximum	Totals
Early Intervention Foundations								
Child Development and Learning								
Family and community relationships and supports								
Evaluation and Assessment								
Service delivery and implementation								

Grand Total _____

Copies of supporting documentation for the completion of these portfolio activities must be submitted to the CFO. Please clearly indicate which competency area the documentation supports. **This must be accompanied by the Credential Application Forms used by the CFO.**

Early Intervention Specialist Requirements

To obtain the initial early intervention credential: 15 credit points

FIRST STEPS TRAINING:

Required:

Credit Points

- First Steps Training: Orientation to history, regulations, philosophy and process (Module 1) 1
- First Steps Training: Evaluation and Assessment (Module 2) 1
- First Steps Training: IFSP Outcomes in Natural Environments (Module 3) 1
- First Steps Training: Transitions Into, Within & From First Steps (Module 4) 1
- Subtotal: 4 points
- First Steps Training: Routines Based Early Intervention Module (1st year renewal)
 - Day 1 – General Overview 1
 - Day 2 – Practical Application 1

Recommended:

- First Steps Training: Teaming and Collaboration (Module 5) 2
- First Steps Authorized Training varied

Role Specific:(Required for specific roles in the First Steps system)

- Service coordinator/Intake coordinator training 1
 - Parent Mentors 1
 - Parent advisor training (provided through Missouri School For the Blind or Missouri School for the Deaf) 1
-

ADDITIONAL REQUIRED POINTS

In addition to credit points earned through successful completion of First Steps training, points may be documented through these additional activities:

- Experience
- Inservice Activities
- Academic Coursework
- Specialized Education (Certifications and Endorsements)
- Advanced College Degree
- Other Proposed Tasks
- Special Topics Required by DESE

See pages 21-23 for descriptions and detailed information on point values.

CREDENTIAL RENEWAL

- Must be renewed annually
- Must complete Routines Based Early Intervention Module for 1st year renewal.
- Submit documentation of 3 additional credit points per year (no point limits on the activities)
- Credit points must be linked with the early intervention competency areas

Early Intervention Associate Requirements

To obtain the initial early intervention credential: 10 credit points

FIRST STEPS TRAINING

Required:

Credit Points

- First Steps Training: Orientation to history, regulations, philosophy and process (Module 1) 1
- First Steps Training: IFSP Outcomes in Natural Environments (Module 3) 1
- First Steps Training: Transitions Into, Within and From First Steps (Module 4) 1

Subtotal: 3 points

Recommended Trainings:

- First Steps Training: Evaluation and Assessment (Module 2) 2
- First Steps Training: Teaming and Collaboration (Module 5) 2
- First Steps Authorized Training varied

Role Specific: (Required for specific roles in the First Steps system)

- Service coordinator/Intake coordinator training 1

ADDITIONAL REQUIRED POINTS

In addition to credit points earned through successful completion of First Steps training, points may be documented through these additional activities

- Inservice activities
- Academic coursework
- Specialized Education (Certifications or Endorsements)
- Other Proposed Tasks
- Special Topics Required by DESE

See pages 21-23 for descriptions and detailed information on point values.

CREDENTIAL RENEWAL

To renew the early intervention credential:

- Must be renewed annually
- Submit documentation of 3 additional credit points per year (no point limits on the activities)
- Credit points must be linked with the early intervention competency areas

Activities and Credit Points

Early Intervention Associates and Early Intervention Specialists may accumulate credit points through documentation of the following activities. Further details are shown on the next page.

<u>Activity</u>	<u>Credit Point Equivalent</u>	<u>Maximum Points</u>
First Steps Required Training	Attendance and successful completion of final project for each training = 1 point	4 for Specialist 3 for Associate
First Steps Recommended Training	Attendance and successful completion of final project for this training = 2 points	2 for Specialist, 4 for Associate
First Steps Role Specific Training (Required for specialized roles only)	Attendance and successful completion of final project for each training = 1 point	1 per specialized role
First Steps Authorized Training	Varies by training	varied
Birth-Three Experience	1 calendar year = 1 point	5
Inservice Activities	1 contact hour = .10 point 10 contact hours = 1 point	5
Academic Coursework	1 academic credit = 1 point	5
Specialized Education	<u>Pre-approved</u> specialty certification or endorsement = 1 point	1
Advanced College Degree	Master's <u>or</u> Doctoral degree = 1 point	1
Other Proposed Tasks	1 <u>pre-approved</u> work-related activity/experience = 1 point	5
Special Topics Required by DESE	Specialized training that may be required by DESE = 1 point per training	Unlimited

Description of Activities

Experience must be directly related to the provision of early intervention services for children aged birth to three. One year of experience may be counted for each calendar year that an individual works in early intervention (up to a maximum of 5 years).

Inservice credit points may be earned through participation at conferences, workshops, seminars, and other similar activities sponsored by the First Steps regional training system, national, state, and local professional organizations and other training entities. Proof of attendance must be documented (e.g., certificate of attendance). Written documentation should be provided concerning (1) how this inservice training relates to the early intervention competency area(s), and (2) how information from this inservice training was utilized in the work setting (or home and community settings for parents) to improve the individual's early intervention practice. Personnel may document only those activities occurring within the last five (5) years that were directly related to their individual professional development in the early intervention (birth – 3yrs) competency areas. Training offered within an employing agency that focuses only on program issues (e.g., personnel policies and procedures) may not be used for credit points.

Academic coursework must be earned through formal study at an accredited post-secondary institution. Course descriptions and syllabi should reflect a cohesive body of knowledge related to one or more of the early intervention competency areas. Instructional activities must provide the equivalent of at least ten contact hours per unit of academic credit offered. Coursework must have been completed within ten (10) years of the submission of the credential application. A five point maximum applies to this coursework.

Specialized Education (certifications or endorsements) *must be approved prior to their submission for a credit point.* Documentation must provide evidence of how the certification or endorsement relates to one or more early intervention competency areas. A maximum of one (1) credit point can be earned for pre-approved certifications or endorsements.

Advanced college degree must be earned through formal study at an accredited post-secondary institution. A maximum of one (1) credit point will be given for evidence of either a master's degree or doctoral degree in an early intervention or related field. A copy of the diploma or other evidence of completion of the degree (e.g., transcript) must be submitted to earn this credit point.

Other Proposed Tasks include activities and/or experiences initiated by the Early Intervention Associate or Early Intervention Specialist. These activities/experiences *must be approved prior to their submission for credit points*. Documentation must provide evidence of how the proposed task relates to one or more of the early intervention competency areas. These proposed tasks may include, but are not limited to, the following types of activities and experiences that reflect competency and lead to increased professionalism: independent study, research, conference presentations and teaching activities, submission of articles to professional journals and other special projects.

Special Topics Required by DESE includes trainings developed by DESE to address a federal monitoring corrective action or changes in the federal law, etc.